Classification of Child Care Workers Through Competency-Based Assessment

A Discussion Paper
October 1985

DAY CARE

2nd Floor, 114 Garry Street
Winnipeg, MB R3C 1G1

Manitoba
Community
Services
Child Day Care

CLASSIFICATION OF CHILD CARE WORKERS THROUGH COMPETENCY BASED ASSESSMENT: A DISCUSSION PAPER

		Page
I	INTRODUCTION	1
	Child Care and Legislation in Manitoba	
	Classification of Child Care Workers	
	Manitoba Child Care Worker Population	
	Summary	
II	REVIEW OF THE LITERATURE ON COMPETENCY ASSESSMENTS	7
	Rationale for Competency Based Education	
	The Canadian Perspective	
	Competency Based and Certification Programs in Canada	
III	CHILD DEVELOPMENT ASSOCIATE	12
	Description	
	Discussion	
IV	PROPOSED METHOD OF ASSESSING COMPETENCE BY MANITOBA CHILD DAY CARE	19
V	CONCLUSION	25
	Adaptation of the Child Development Associate for Manitoba	
	Public Discussion and Pilot Testing	
	APPENDICES - A - REQUIREMENTS FOR CLASSIFICATION	29
	B - CHILD CARE WORKER COMPETENCIES	31
	C - PORTFOLIO INFORMATION	58
	REFERENCES	61

I

INTRODUCTION

Child Care and Legislation in Manitoba

Child care in the form of private in-home arrangements has existed for generations. However, the expansion of child care to include the care of children by non-family members or in child care centres is a relatively recent phenomenon. The demand for child care continues to increase both in terms of the variety of settings and the total number of spaces requested.

As the demand for child care grew, Manitoba responded by developing and implementing minimum standards which assured that such care was nurturing and stimulating for children. In October 1983 the Government of Manitoba proclaimed The Community Child Day Care Standards Act and introduced licensing regulations. The Act and regulations define the minimum standards for the operation of child care centres and homes according to criteria for areas such as health, daily programming, equipment, nutrition and supervision.

The specific child care knowledge of personnel in the child care field is considered to be one of the most significant factors in the delivery of quality care to children. The qualifications of child care workers have consequently been identified as one of the licensing criteria through which quality in caregiving may be achieved and have been incorporated in the licensing regulations under The Community Child Day Care Standards Act.

Classification of Child Care Workers

The assessment of the qualifications of child care workers in Manitoba is presently based upon two different measures of competence. The first focuses upon the formal education which individuals have completed through attendance at recognized educational institutions such as universities and community colleges. This approach recognizes that the educational system has defined the competencies of child care workers and has developed its curriculum accordingly. Examples of such educational programs include: Red River and Assiniboine Community Colleges' Child Care Services Diploma; the University of Manitoba's Bachelor of Human Ecology in Family Studies and Bachelor of Education in Early Childhood Education; and the University of Winnipeg's Bachelor of Arts in Developmental Studies and Certificate in Child Care. The second approach to the assessment of competence focuses upon a more direct measure of knowledge and skill through an assessment of an individual's work with children. This approach is known as "competency based assessment".

The assessment of qualifications of child care workers in Manitoba leads to classification at the Child Care Worker I, Child Care Worker II or Child Care Worker III level. Classification at each level may be based upon formal education completed. Alternately, classification at the Child Care Worker II level may be based upon a competency assessment. Following classification as a Child Care Worker II based on a competency assessment, formal training in an area of specialization will be needed in order for a child care worker to be re-classified at the Child Care Worker III level.

A child care worker may be classified at the Child Care Worker II level based upon either formal education completed or a competency assessment. These are two mutually exclusive routes to classification which cannot be combined.

The requirements for classification based upon formal education increase according to the date an individual begins employment in the child care field with the most stringent requirements established for personnel entering the child care field for the first time after October 31, 1988. However, the requirements for classification based upon a competency assessment will not vary over time. Therefore, the individual who is granted a Child Care Worker II classification based upon a competency assessment must possess skills and knowledge similar to an individual who obtains the same classification based upon the formal educational requirements for child care personnel entering the child care field after October 31, 1988. In summary, the "grandparenting" approach to formal education will not apply to competency assessment. Appendix A summarizes the current and future approaches to classification based on completed education and assessed competence.

Once a child care worker has been classified that level of classification will not change even when the requirements for classification at that level do increase in the future.

The Child Care Education Co-ordination Committee of the Departments of Education and Community Services was instrumental in the development of the classification system adapted by Manitoba Community Services. A subcommittee chaired by Dr. Lois Brockman, Professor, University of Manitoba recommended that:

. The Department of Education establish a Child Care Education Program Approval Committee to approve programs to enable graduates to be eligible for classification if entering the child care field after October 31, 1988; and

- The Department of Community Services adapt and implement a system of assessing competence and that this system be modelled after the Child Development Associate (outlined in Section III of this paper). The Government of Manitoba has granted approval in principle for this to be the method of assessing competence.

Subsection 29(2) of The Community Child Day Care Standards Act allows child care workers to appeal their classifications before the Day Care Staff Qualifications Review Committee. This Committee makes a finding as to whether or not the child care worker meets the qualifications or has the training and experience equivalent to the qualifications. The proposed method of assessing competence is the manner in which training and experience equivalent to formal educational qualifications will be assessed.

Manitoba Child Care Worker Population

As of August 1985 approximately 1540 child care workers currently employed in Manitoba had been classified according to formal education completed. Table 1 indicates the number classified at each level.

TABLE 1

CHILD CARE WORKERS CLASSIFIED BY FORMAL EDUCATION COMPLETED
AUGUST 1985

CHILD CARE WORKER LEVEL	NUMBER CLASSIFIED
I	800
II	410
III	330

By March 1986 it is projected that 500 of the workers classified at the Child Care Worker I level will be eligible for classification at the Child Care Worker II level as a result of the completion of training through the Manitoba Jobs Fund and Community Services sponsored Child Care Worker Training Program. The competency assessment will allow still others to attain this classification.

For many years child care workers have tended to rely primarily on experience and informally acquired knowledge to assist them in their care of children. There are a variety of factors which have discouraged child care personnel in Manitoba from attending conventional courses or programs: the lack of requirements for training; high staff turnover; demanding work hours; difficulty in transferring credits to Manitoba educational institutions from out-of-province or out-of-country programs; and poor accessibility to training, especially in rural areas.

In a 1983 survey completed by Child Day Care, 50% of the responding child care workers had been in their positions less than one year. This has implications for the operation of child care centres. Katz (1982) suggests that child care workers progress from merely "surviving" with a group of children to the stages of "renewal" and "maturity" in which child care workers welcome new ideas and have acquired self-renewal strategies.

When related to Manitoba's child care worker population, Katz's theory would indicate that there are many child care workers who may be in the survival stage of development. On the other hand, those child care workers who have acquired more experience and have demonstrated a greater time commitment to the child care field may tend to be in the renewal or maturity stages of development, those stages which would enhance an individual's ability and desire to formally demonstrate competence.

Summary

The classification of child care workers for the purpose of licensing child care centres may be based either upon formal education completed or a competency assessment. Classification based upon formal education began in December 1984 and the phasing in of increased training requirements will occur until October 1988. The purpose of this paper is to review the literature on competency based assessments and to outline proposed procedures for implementation by Manitoba Child Day Care. A competency assessment process will enable some child care workers to demonstrate their competence and to be eligible for classification at the Child Care Worker II level.

II

REVIEW OF THE LITERATURE ON COMPETENCY ASSESSMENTS

Rationale for Competency Based Education

Piper and Houston (1980) have defined competency based education as an instructional process based upon the concept that there are identifiable skills which may be observed and assessed. Competency based education appears to be growing although it is such an accepted part of preparation programs that less was being written about it by 1981 than previously (Houston, 1981). Most interest in the competency based approach to education has been shown by institutions training elementary, secondary and special education teachers and by those training students for particular vocations.

The strengths and concerns of competency based education are summarized in Table 2.

TABLE 2

COMPETENCY BASED EDUCATION

STRENGTHS	CONCERNS
. Competent personnel are the result.	. Program evaluation is not often done.
. A favourable alternative to conventional learning is provided.	. Agreement among professionals is needed to define competencies required in their field.
. It is well accepted and widely used throughout the world.	. Human interaction needs to be retained and computerized learning minimized.
. The process focuses on competence at the job rather than on cognitive competence alone.	. Implementation is costly due to personnel intensive processes and record keeping.
. There are explicit goals of which students are aware.	. Some individuals show resistance to it.
. The assessment is personalized and individualized.	

The Canadian Perspective

Howard Clifford (1975), Consultant on Day Care, National Day Care Information Centre, Health and Welfare Canada, has explored an interesting philosophy towards competency based assessments. He states that the route taken to become equipped to work with young children should be secondary to the question of whether or not the individual is competent to do so. This supports the notion that individuals may be competent in their work with young children either as a result of formal training at a recognized post-secondary institution or as a result of some other form of preparation. Acquiring competence at one's career, whether it be child care or some other field, whether it be the result of formal training or the result of informal learning, may be compared to education - it is a lifelong endeavour.

Clifford goes on to say that individuals working as members of a team in a child care facility may bring a vitality, freshness of ideas, innovation and creativity to the team if the individuals possess differing educational and experiential backgrounds. A director is therefore advised to assemble staff whose competencies complement one another. The antithesis to this approach is when personnel coming from very like backgrounds continue to reinforce each other's perspectives until the fresh currents of inter-disciplinary stimulation are eroded.

One danger Clifford recognizes in the competency approach is the resurfacing of the myth that anyone, especially those who have reared their own children, can care for children in group settings. However, the competency approach implies the understanding that individuals in the child care field who are deemed competent are able to contribute to the development of children at least as effectively as graduates from college diploma or university degree programs in child care.

Competency Based and Certification Programs in Canada

Manitoba Child Day Care will implement a system of assessing the competence of child care workers as one route to classification or certification. A representative sample of Canadian programs which assess competence or provide certification is summarized in Table 3.

TABLE 3

COMPETENCY BASED ASSESSMENT AND CERTIFICATION PROGRAMS IN CANADA

PROGRAM	PURPOSE
.Practica in college and university programs (e.g. Nova Scotia teacher training)	.Competencies used to measure students' skills and knowledge as one component of formal education
.Early Childhood Services teacher, Alberta	.Competencies used to evaluate teachers who have completed a B. Ed. and are currently working with 5 year olds
.Association of Early Childhood Education, Ontario (A.E.C.E.O.)	.Professional organization offering certification on a voluntary basis to those who have completed strictly defined formal training
.British Columbia	.Licences child care workers and supervisors based on a competency assessment following formal training

Table 3 indicates that there are Canadian programs based on competency assessments and programs which offer certification. Manitoba is the first and only province to be combining both assessment and certification. Therefore, there is not a Canadian competency based assessment which may be readily adopted by Manitoba Child Day Care as a route to classification. Manitoba Child Day Care's method of assessing competence and granting classification must be all-encompassing in its scope as it will serve as a route to classification in lieu of formal education.

III

CHILD DEVELOPMENT ASSOCIATE NATIONAL CREDENTIALLING PROGRAM

Description

Under the auspices of the Administration for Children, Youth and Families of the Government of the United States, the Child Development Associate Consortium was charged in 1972 with the task of developing a prototype system for assessing the competence of and for the credentialling of qualified child care and early childhood education personnel (Williams and Ryan, 1972). In 1980 the Bank Street College of Education, New York City began a major research project to further expand the capacity of the Child Development Associate Credential Award System and it has been the body operating the entire program (Child Development Associate National Credentialling Program, 1984). In September 1985 the National Association for the Education of Young Children (N.A.E.Y.C.), a well respected professional organization, became the governing body.

The original purpose of the Child Development Associate program was to upgrade the quality of teaching in Head Start classes in the United States (Katz, 1982). An individual receiving the Child Development Associate credential is considered to be a competent professional who is knowledgeable about preschool children and able to provide valuable experiences for them (Williams and Ryan, 1972). This competency may be developed through experience and informal learning or through formal education. The Child Development Associate credential must be renewed every five years.

Since its inception 10 years ago over 18,000 individuals have earned the Child Development Associate credential. The United States government has provided approximately $50 million for the development and implementation of the Child Development Associate program.

The Child Development Associate program has developed a tool which is designed to measure competence. A competent child care worker's behaviour has been divided into 6 general goals and these have been further delineated into 13 functional areas. Sample indicators, or example behaviours, have been listed for each of the 13 functional areas and are included in a modified form in Appendix B.

The applicant in the Child Development Associate program is expected to prepare a portfolio which contains an autobiographical sketch, a description of the program in which the applicant is employed and evidence or examples of the applicant's competence in each of the 13 functional areas.

The Child Development Associate program recognizes the need for a team assessment. Such a team is comprised of:

- The applicant;
- A parent or volunteer representing the centre where the applicant is employed;
- An advisor, role model or mentor; and
- A trained evaluator from the Child Development Associate Program.

Table 4 summarizes the four steps involved in the Child Development Associate assessment system.

TABLE 4

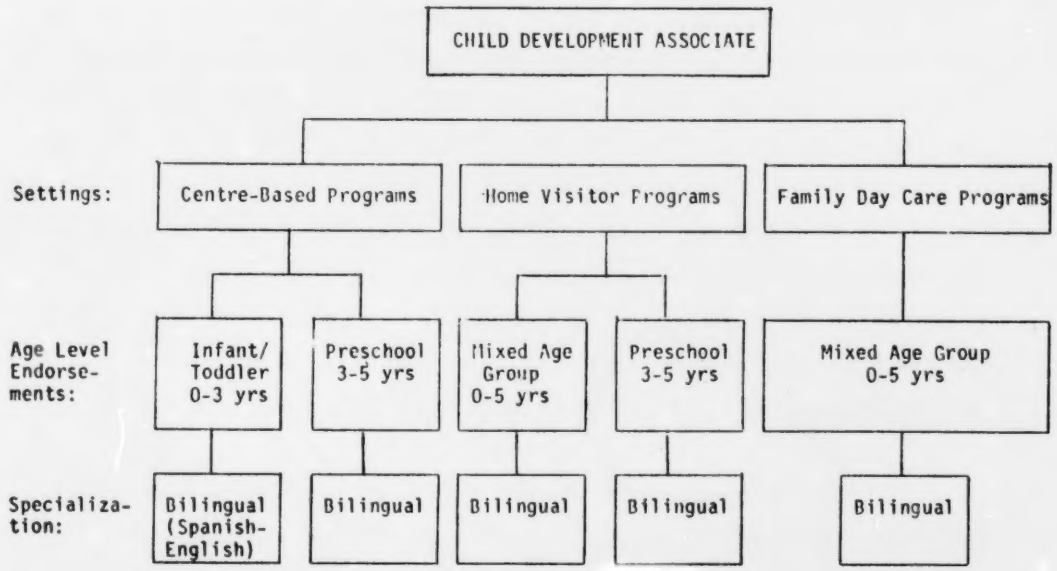
PROCESS FOR EARNING CDA CREDENTIAL

STEP	PROCEDURES INVOLVED
. Application	.Child Care Worker applies, selects advisor and parent/community representative.
. Information Collection	.Child Care Worker creates portfolio. .Advisor observes child care worker over a minimum of a 12 week period, makes recommendations for child care worker's growth, assists child care worker's professional development. .Parent / Community Representative distributes questionnaire, compiles data received from all parents, and conducts observations. .Child Care Worker, Advisor and Parent Representative notify the Child Development Associate Program when all information is collected. .CDA Representative is assigned, observes and interviews.
. Local Assessment Team Meeting	.Child Care Worker, Advisor, Parent/ Community Representative and Child Development Associate Representative meet to discuss child care worker's competence, vote on child care worker's competence in each of the 13 functional areas and on overall competence.
. Credential Award	.Following the team voting the child care worker competent, the CDA credential is awarded. The team may elect to recommend further training rather than the CDA credential.

Continual development, growth and expansion seem to be characteristic of the Child Development Associate program . Table 5 outlines the specializations presently available or soon to be offered by the Child Development Associate program.

TABLE 5

CHILD DEVELOPMENT ASSOCIATE PROGRAM



The Child Development Associate provides an appeal process for those individuals who feel that the policies and procedures set out for the assessment have not been followed. An appeal would never reverse the decision of the assessment team, but could require that the assessment be completed again to ensure the consistent following of procedures.

Discussion

Lilian G. Katz, Director of the Educational Resources Information Centre (ERIC) Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, Urbana-Champaign and a respected authority in the early childhood education field, has reviewed the Child Development Associate program and several of her comments and those of other researchers are discussed below.

"It appears that the actual training provided to Child Development Associate candidates improves upon conventional training in terms of the expectations of its goals and objectives, and in its clear commitment to the acquisition of demonstrable skills in working with children and their families" (Katz, 1982).

The process involved in awarding the Child Development Associate credential tends to emit a strong signal that the applicant's job in child care is important and valued by others. Morale and performance tend to improve. This is known as the "Hawthorne Effect". Since child care workers often feel undervalued, the activity surrounding the Child Development Associate process often improves self-esteem and commitment (Katz, 1982).

The Child Development Associate program has been criticized because the applicant selects both the advisor and the parent representative, with the possible result of a highly biased assessment. The trained evaluator may be the only unbiased member of the team. Recently, the Child Development Associate program implemented Conflict of Interest guidelines to help ensure appropriate advisors and parent/communtiy representatives and to reduce the possibility of biased evaluations.

The importance of the local perspective has been stressed by the Child Development Associate program. The selection of the advisor by the applicant ensures that at least two of the team members understand the situation in which the applicant is working. Katz has suggested that particularly in a remote area few individuals may be aware of current trends in early childhood education and of alternative modes of providing care. This may result in some resistance to innovations suggested by the evaluator.

The Child Development Associate has approximately 40,000 individuals working towards its credential at any one time and thus decentralization appears to be needed. Such a shift would likely result in greater sensitivity to unique needs and issues and in greater support for and contact with the applicant (Zigler and Kagan, 1981). It is anticipated that some decentralization may now occur under N.A.E.Y.C.'s administration.

A summary of the strengths and concerns of the Child Development Associate program is provided in Table 6.

TABLE 6

CHILD DEVELOPMENT ASSOCIATE

STRENGTHS	CONCERNS
. Better results than conventional learning have been demonstrated. . The creation of the "Hawthorne Effect" appears to have a direct relationship to subsequent staff stability.	. The applicant chooses both the advisor and the parent representative which may cause a biased assessment. . Too great an emphasis on a local perspective may hinder the spread and implementation of new ideas. . The process must be sufficiently decentralized to allow for personalization.

IV

PROPOSED METHOD OF ASSESSING COMPETENCE BY MANITOBA CHILD DAY CARE

The proposed method to assess the competence of child care workers in Manitoba will allow eligible workers to voluntarily participate in a process which will develop their skills in and knowledge of the child care field. The competencies to be demonstrated by the child care workers are provided in Appendix B and the procedures to be followed by the assessment team are outlined in the following pages. Child care workers are expected to be aware of the process and be active participants in the assessment. The successful demonstration of competence will lead to classification at the Child Care Worker II level.

A. **Manitoba Child Day Care's competency assessment will be a modified version of the Child Development Associate program.** (1)

B. **A competent child care worker will be defined as one who conducts himself or herself in an ethical manner while meeting the specific needs of children and, with parents and other adults, works to nurture children's physical, social, emotional and intellectual growth in a child development environment.**

---

(1) Manitoba Community Services acknowledges the support shown by the Child Development Associate National Credentialling Program, Washington, D.C. Dr. David Gleason and Betty Smith, in particular, have been most generous in their willingness to share the C.D.A. program with the Government of Manitoba.

C. **Competence will be measured by the 6 goals and the more specific 13 functional areas modified from the Child Development Associate for Manitoba by the Child Care Education Program Approval Committee.** There are sample behaviours for each of the 13 functional areas which a competent child care worker will demonstrate and which may be readily observed by others. These 6 competency goals, 13 functional areas and sample indicators are outlined in Appendix B.

D. **Competence will be evaluated by an assessment team consisting of:**

- **A child care worker;**
- **A parent representative;**
- **An advisor; and**
- **An evaluator.**

The eligibility criteria for the team members and their responsibilities are outlined in Table 7.

TABLE 7

ASSESSMENT TEAM MEMBERS
ELIGIBILITY & RESPONSIBILITY

POSITION ON TEAM	ELIGIBILITY CRITERIA	RESPONSIBILITIES MAY INCLUDE
Child Care Worker	. has applied for assessment . detailed further on p. 22	. ensure process runs smoothly . complete portfolio (Appendix C) . complete self assessment . attend meetings to discuss all data collected by team
Parent Representative	. have child in child care worker's room or group . have no familial or strong personal ties with the child care worker . be nominated by centre's board of directors/operator	. distribute, collect, compile parent questionnaires . conduct observation and discuss with child care worker . attend meetings to discuss all data collected by team
Advisor	. appointed by Child Day Care . approximately 10 advisors to be retained across Manitoba . experienced in child care	. conduct a minimum of 10 hours of observations and 3 hours of discussions with child care worker . attend meetings to discuss all data collected by team
Evaluator	. Child Day Care Staff	. provide consultation with team members . monitor all assessments and team process . conduct an observation and discussion with child care worker . attend meeting to discuss all data collected by team

E. **The assessment of a child care worker's competence will be carried out in a licensed centre in Manitoba.** In most circumstances the centre would be the child care worker's place of employment.

F. **Participation in the competency based assessment will be voluntary.** Those child care workers choosing this route to classification at the Child Care Worker II level must meet the following eligibility criteria:

(a) be at least 18 years of age at date of application

(b) have been classified as a Child Care Worker I based upon formal education completed

(c) have regular employment in a licensed day care centre or day care home in Manitoba throughout entire assessment process

(d) have accumulated at least 3 years full-time experience in an approved child care setting

(e) show evidence of professional development

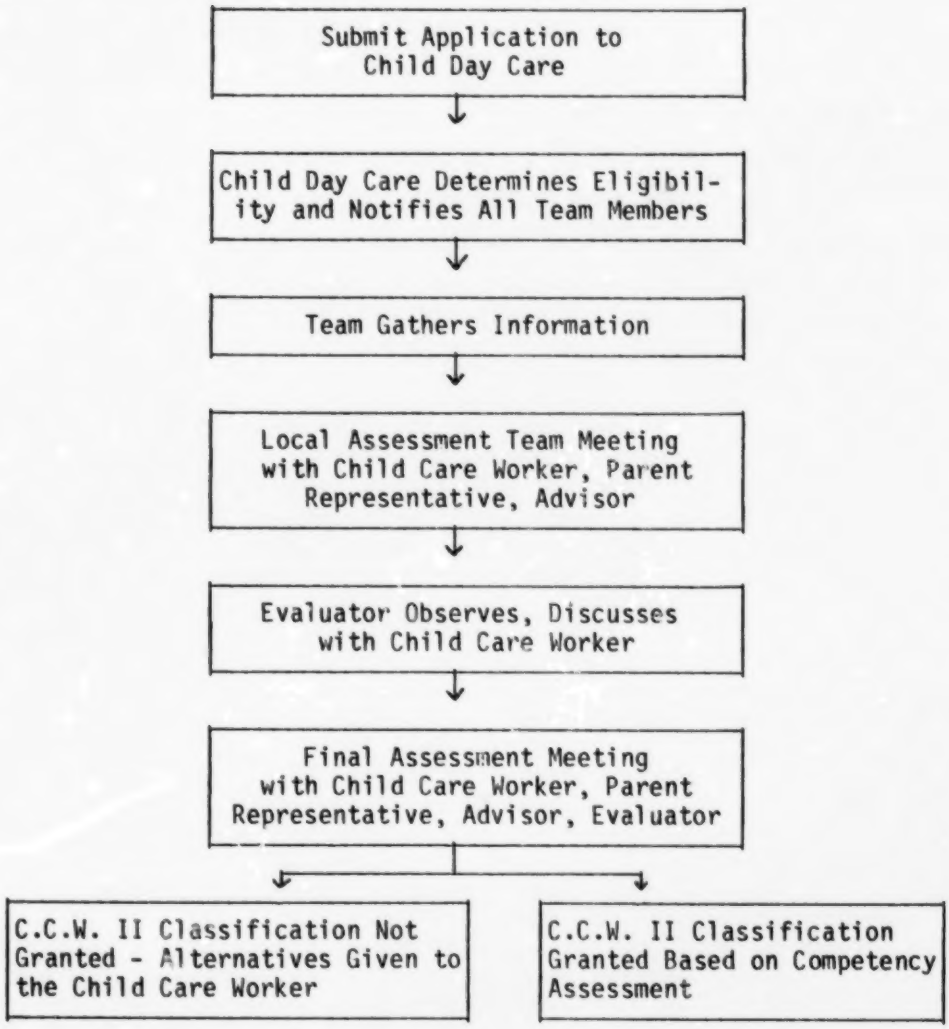
(f) be willing to absorb minimal costs (such as the purchase of learning aids, the preparation of the portfolio, postage, phone calls, etc.)

(g) have the support of the director and/or board of directors/operator where employed and where assessment will occur

(h) be the child care worker primarily responsible for a group of at least 6 children during all observations

(i) if the child care worker has applied previously for the competency assessment and has not been granted the Child Care Worker II classification, indicate what new learning has occurred or what new situation the child care worker is in which is likely to enable the child care worker to demonstrate the required child care competencies.

G. The following flow chart suggests the type of process a child care worker may experience during a competency assessment.


Submit Application to Child Day Care
Child Day Care Determines Eligibility and Notifies All Team Members
Team Gathers Information
Local Assessment Team Meeting with Child Care Worker, Parent Representative, Advisor
Evaluator Observes, Discusses with Child Care Worker
Final Assessment Meeting with Child Care Worker, Parent Representative, Advisor, Evaluator
C.C.W. II Classification Not Granted - Alternatives Given to the Child Care Worker
C.C.W. II Classification Granted Based on Competency Assessment

It is estimated that on average the process will take from 6 to 9 months from the appointment of the team members to the final assessment meeting.

H. If a child care worker is not granted a Child Care Worker II classification based upon a competency assessment, the child care worker has the right to appeal the decision to the Day Care Staff Qualifications Review Committee, an independent appeal board appointed by the Government. A child care worker may appeal only if the competency process has not been adhered to strictly. A successful appeal would result in a complete reassessment of the child care worker's competence, but would not result in a change of the level of classification.

V

CONCLUSION

Adaptation of The Child Development Associate for Manitoba

The strengths of and concerns related to competency based education and the Child Development Associate program have been presented throughout earlier portions of the paper. The strengths listed in those summaries are below.

- Competent personnel are recognized.
- A favourable alternative to conventional learning is provided.
- The method is well accepted and widely used throughout the world.
- The process focuses on competence at the job rather than cognitive competence alone.
- Goals which are explicit and of which participants are aware are articulated.
- The process is personalized and individualized.
- A variety of complementary backgrounds in one facility is encouraged.
- Better results than conventional learning have been demonstrated.
- The "Hawthorne Effect" and subsequent staff stability are often the result.

Table 8 indicates the way in which Manitoba Child Day Care's system will alleviate the expressed concerns.

TABLE 8

MODIFICATIONS PROPOSED BY MANITOBA CHILD DAY CARE TO ALLEVIATE CONCERNS RELATED TO COMPETENCY BASED EDUCATION AND THE CHILD DEVELOPMENT ASSOCIATE

CONCERNS	MANITOBA CHILD DAY CARE'S PROCEDURE TO ALLEVIATE CONCERNS
. Program evaluation not often done.	. The Child Development Associate has been well evaluated and often modified. It forms the basis of Child Day Care's procedures.
. The competencies required in the field need agreement among professionals.	. The Child Development Associate system has established validity and reliability and has been modified to suit Manitoba's situation.
. There is a need to retain human interaction and to minimize computerized learning.	. Child Day Care's system is built upon the principle of human interaction.
. It is costly to implement.	. Expenditures for the process have been approved.
. Some resistance may be shown by some members of the community.	. Child Day Care has provided for public discussion throughout the province and will include appropriate suggestions and recommendations in the final process.
. The myth that anyone can care for children may resurface.	. The Child Development Associate system of assessment and Manitoba's modifications are very detailed and require extensive knowledge of child development, programming, etc.

. The applicant's choice of advisor and parent representative is likely to cause a biased assessment.	. Manitoba's system requires the advisor to be selected by Child Day Care and the parent representative nominated by the centre's board of directors or operator.
. Too much local perspective may hinder the spread and implementation of new ideas.	. New ideas may be introduced by the advisor or evaluator.
. The process must be decentralized enough to allow for personalization.	. Manitoba's system will deal with many fewer applicants than the Child Development Associate's and only a few child care workers will participate in the process at one time. The process will occur in the applicant's own community.

Manitoba Child Day Care is therefore proposing to adopt a competency based assessment which has been thoroughly evaluated and is well accepted in the early childhood education field. Successful completion of the assessment will indicate that the child care worker is competent in the profession. Human interaction, sensitivity to individual needs, a vehicle for updating thinking in the child care community and an unbiased assessment team are traits of Child Day Care's system which are designed to raise the quality of child care in Manitoba.

Manitoba Child Day Care is proposing to adopt a competency based assessment which could, in the future, be modified to include specializations in areas such as infants and toddlers, bilingualism, cross-culturalism and special needs.

Public Discussion and Pilot Testing

The proposed procedures for the competency based assessment route to classification at the Child Care Worker II level outlined in this paper will be discussed by Child Day Care with interested individuals throughout the province. Child care centres and others interested will be notified of the date and location of meetings in their regions.

After local discussions, modifications to the procedures for assessing competence will be made. A pilot test will also be conducted with child care workers who have previously been classified at the Child Care Worker III level based upon formal education, who have a variety of educational backgrounds, who are currently working in a variety of child care settings and who possess varying amounts of experience. Following the pilot test, revisions to the process may again be made.

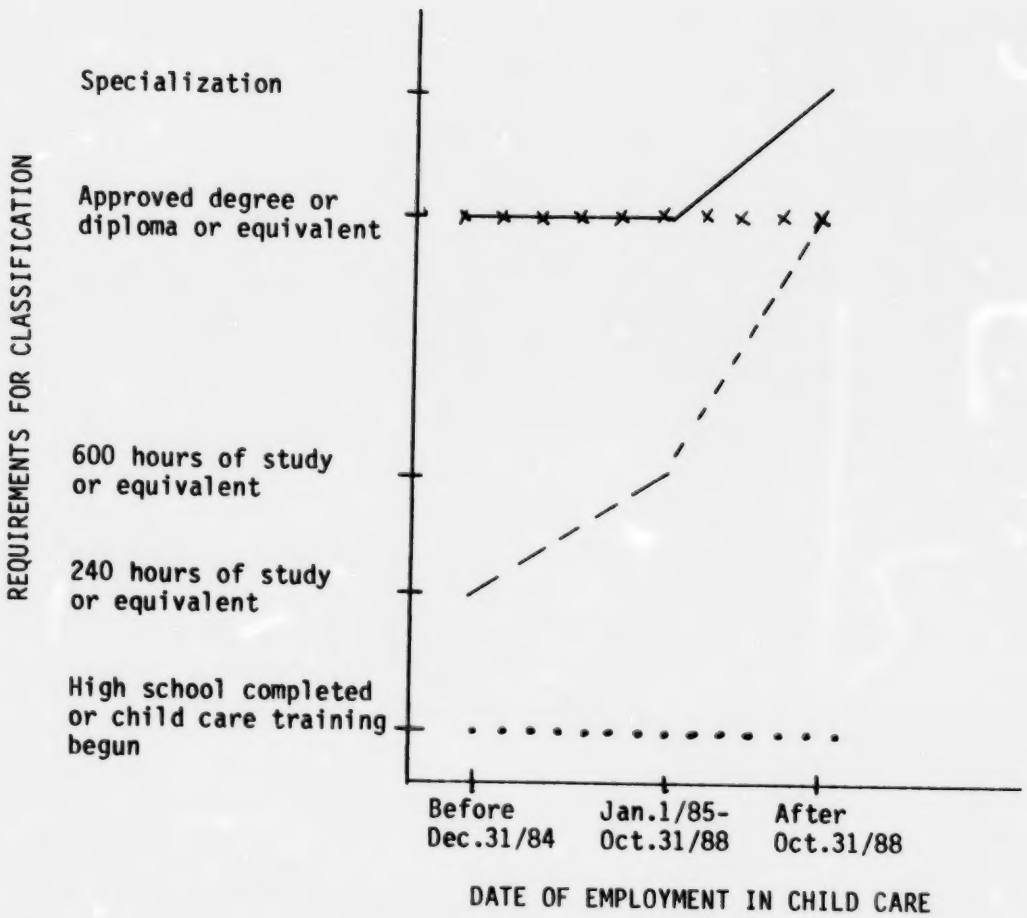
The final procedures will be distributed to all child care facilities and to interested individuals. Child care workers are expected to be able to apply for the competency assessment early in 1986.

APPENDIX A

REQUIREMENTS FOR CLASSIFICATION AS A CHILD CARE WORKER BY DATE OF EMPLOYMENT IN CHILD CARE

CHILD CARE WORKER CLASSIFICATION	Date of Employment in Child Care		
	BEFORE DECEMBER 31, 1984	JANUARY 1, 1985 - OCTOBER 31, 1988	AFTER OCTOBER 31, 1988
C.C.W.I	-high school completed OR -child care training begun	-high school completed OR -child care training begun	-high school completed OR -child care training begun
C.C.W. II	-college certificate in child care OR -a minimum of 240 hours of study in defined content areas OR -equivalent OR -the competency based assessment	-college certificate in child care OR -a minimum of 600 hours of study in defined content areas OR -equivalent OR -the competency based assessment	-graduate of a program approved by Manitoba Education OR -the competency based assessment
C.C.W. III	-college diploma in child care OR -university degree in child care OR -a minimum of 1110 course hours in defined content areas OR - equivalent OR - Certificate in Day Care Management after achieving CCW II classification and if a centre director as of Dec. 31/84	-college diploma in child care OR -university degree in child care OR -a minimum of 1110 course hours in defined content areas OR - equivalent OR - Certificate in Day Care Management after achieving CCW II classification and if a centre director as of Dec. 31/84	-C.C.W. II according to Oct.31/88 standards (i.e. graduation from an approved program or the competency based assessment) plus a minimum of 240 hours of study in an approved area of specialization

REQUIREMENTS FOR CLASSIFICATION AS A CHILD CARE WORKER BY DATE OF EMPLOYMENT IN CHILD CARE.


REQUIREMENTS FOR CLASSIFICATION
Specialization
Approved degree or diploma or equivalent
600 hours of study or equivalent
240 hours of study or equivalent
High school completed or child care training begun
Before Dec.31/84
Jan.1/85- Oct.31/88
After Oct.31/88
DATE OF EMPLOYMENT IN CHILD CARE

C.C.W. I . . . . .
C.C.W. II based on education completed — — — — —
C.C.W. II based on competency assessment x x x x x
C.C.W. III ————————

APPENDIX B

CHILD CARE WORKER COMPETENCIES

The child care worker must demonstrate competence in the major functional areas of child care. Competence refers to achievement of the knowledge, skills, and attitudes required to perform given tasks. The six general competencies are behavioural goals and are defined more specifically as functions which a caregiver must perform. Sample behaviours for these functional areas indicate the different ways people behave if they are skillful and competent. These sample behaviours are not intended to be exhaustive.

The following competencies have been adapted from the Child Development Associate program for Manitoba by the Child Care Education Program Approval Committee, Manitoba Education.

CHILD CARE WORKER COMPETENCIES

6 COMPETENCY GOALS	13 FUNCTIONAL AREAS
I Establishes and maintains a safe and healthy learning environment	1. Safe 2. Health 3. Learning Environment
II Advances physical and intellectual competence	4. Physical 5. Cognitive 6. Communication 7. Creative
III Builds positive self-concept and individual strength	8. Self
IV Promotes positive functioning of children and adults in a group	9. Social 10. Guidance and Discipline
V Brings about optimal co-ordination of home and centre child-rearing practices and expectations	11. Families
VI Carries out supplementary responsibilities related to children's programs	12. Program Management 13. Professionalism

COMPETENCY I

ESTABLISHES AND MAINTAINS A SAFE AND HEALTHY ENVIRONMENT

1. FUNCTIONAL AREA: SAFE

THE CHILD CARE WORKER HELPS TO PROVIDE A SAFE ENVIRONMENT TO PREVENT AND REDUCE INJURIES.

One of the most basic services for children is to ensure their safety and well-being. Indoor and outdoor areas should be free of dangerous conditions and materials. The child care worker should have the skills and knowledge, and pay the attention necessary to prevent injuries and to handle emergencies, accidents, and injuries appropriately when they occur.

For example, the child care worker:

- keeps both the inside of the centre and the outdoor play area free of debris and structural hazards.
- knows how to use safety equipment, such as fire extinguishers and smoke detectors.
- ensures that safety equipment, such as fire extinguishers and smoke detectors, are in place and operable.
- practises procedures for fires, natural disasters, and other emergencies.
- maintains a readily accessible and current list of phone numbers for contacting parents and emergency services.
- uses diagrams, pictures, and languages understood by children and adults to label exits and post instructions.
- covers electrical outlets and takes other precautions for children's safety in the centre.
- anticipates and makes plans to prevent potentially dangerous situations.

- regularly checks the facility, equipment, and toys to be certain that they are in good condition and safe for children to use.
- keeps tools and dangerous substances, such as medicine, cleaning products, and matches out of the children's reach.
- supervises children when stove or other appliances are in use and practises kitchen safety, such as turning pot handles away from the edge of the stove or table.
- supervises all indoor and outdoor play.
- implements plans to prevent potentially dangerous situations.
- knows basic first aid procedures.
- maintains adequate first aid supplies.
- uses safe auto and bus travel procedures and appropriate car seats and seat belts as restraints while children are travelling.
- discusses home and transportation safety information with parents.
- records accidents and injuries.

2. FUNCTIONAL AREA: HEALTH

THE CHILD CARE WORKER PROMOTES GOOD HEALTH AND NUTRITION AND PROVIDES AN ENVIRONMENT THAT DOES NOT CONTRIBUTE TO OR CAUSE ILLNESS OR DISEASE.

Children need an environment that is clean and properly lighted, ventilated, and heated. Indoor and outdoor areas should be free of materials or conditions that could endanger children's health. Good health involves sound medical and dental practices and good nutrition. The child care worker should model and encourage good health and nutrition habits with children. Prompt care should be given to children who are or become ill.

For example, the child care worker:

- conducts activities in a positive, relaxed, and pleasant atmosphere to reduce tension and stress.
- attends to children's physical needs, such as toileting, eating and napping.
- provides nurturance and affection.
- maintains adequate ventilation and lighting and comfortable room temperatures.
- cleans play areas and materials regularly and properly.
- carries out sanitary procedures.
- provides experiences which teach good health practices - physical, mental, dental, and nutritional.
- uses role play, visual materials, and real objects to teach and model good health practices.
- uses available health and nutritional consultants as a resource to support health and nutrition activities.
- plans health education activities that integrate health and nutrition information from the children's cultures with medically accepted health and nutrition practices.
- knows which children have allergies and other conditions that require special care.
- maintains communication with parents about children's health, communicable diseases, and prescribed medication being administered.
- recognizes and reports through appropriate channels unusual emotional and physical behaviour and conditions in children.
- informs and encourages parents to obtain appropriate treatment for unusual emotional and physical behaviour and conditions in children.
- recognizes symptoms of common childhood diseases, such as colds, flu, and chicken pox and examines children when disease is suspected.

- isolates the child with such symptoms from other children when appropriate.
- notifies parents and proper authorities when disease is suspected.
- follows centre procedure for maintaining health records and administering medication and first aid.
- keeps current emergency telephone numbers handy for each child's parent(s), nearest relative, and medical provider.
- makes information concerning children's allergies and other conditions that require special care available to other adults working in the centre.
- recognizes symptoms of possible abuse and neglect, and follows established centre policies and regulations.
- plans, prepares, and serves nutritious snacks and meals, recognizing a variety of cultural backgrounds.
- establishes a relaxed mealtime routine that makes eating pleasant for each child.
- encourages but does not force children to try new foods.
- avoids using food as a reward or withholding it as a punishment.
- provides parents with information on available health and nutrition resources.
- refers parents to health resources, such as physicians or community clinics, which provide services to children in their own language, wherever possible.

3. FUNCTIONAL AREA: LEARNING ENVIRONMENT

THE CHILD CARE WORKER USES SPACE, MATERIALS, AND ROUTINES AS RESOURCES FOR CONSTRUCTING AN INTERESTING AND ENJOYABLE ENVIRONMENT WHICH ENCOURAGES EXPLORATION AND LEARNING.

Children learn through their own experience, trial and error, and imitation. The child care worker can guide and encourage children's

learning by ensuring that the environment invites active exploration and movement by children and supports a broad array of experiences. A reliable framework of routines together with stimulating experiences facilitate children's learning.

For example, the child care worker:

- plans and maintains an environment that is attractive as well as functional.
- plans for the acquisition of materials and equipment that encourage and stimulate a breadth and variety of learning opportunities.
- selects, uses, and rotates materials and equipment appropriate to the emotional, physical, social, and cognitive needs of children and to their individual learning styles.
- provides easily accessible materials that children can explore by themselves.
- organizes space into areas, such as housekeeping and blockbuilding, whose functions are understood by children and adults, and which encourage appropriate and independent use of materials.
- balances active and quiet, free and structured, indoor and outdoor activities.
- recognizes and capitalizes on everyday routines and activities, such as mealtime and cleanup, as learning opportunities for children.
- plans effective ways to handle transition periods.
- provides for children's need for privacy and solitary play.
- organizes day so there is time for individual attention to each child.
- provides a place for each child to store her or his belongings.

- demonstrates acceptance of each child's background, family structure, race, gender, and culture through materials, songs, games, pictures, books, and celebrations selected for use.
- provides ideas to help parents make toys and equipment from free or inexpensive, easily available materials, and to use their homes as learning environments for their children.
- includes the community in learning experiences, for example, visits to centre by local fire department, trips to local shops, post office, community events.

COMPETENCY II

ADVANCES PHYSICAL AND INTELLECTUAL COMPETENCE

4. FUNCTIONAL AREA: PHYSICAL

THE CHILD CARE WORKER PROVIDES A VARIETY OF EQUIPMENT, ACTIVITIES, AND OPPORTUNITIES TO PROMOTE THE PHYSICAL DEVELOPMENT OF CHILDREN.

Physical development is an essential part of the total development of children. Developing physically includes using large and small muscles, coordinating movements, and using the senses. The child care worker should provide the materials, equipment, and opportunities for indoor and outdoor activities which encourage this development.

For example, the child care worker:

- develops realistic expectations for each child based on understanding how children develop physically.
- understands the relationships among children's physical, intellectual, social and emotional development.
- uses a variety of activities from children's culture(s), such as dances, music, and active games.
- uses opportunities which encourage children to develop their senses by noticing colours, smelling odours, distinguishing sounds, feeling and touching a variety of objects, and tasting different foods.
- plans, provides and monitors for a balance of activities for physical skills and sensory development at the appropriate level for each child.
- participates daily in appropriate large muscle, physical activities with children, both indoors and outdoors.
- plans time for outdoor play each day and/or active indoor play.

- recognizes signs of physical handicaps and developmental delays and reports them to the appropriate person.
- refers parents to appropriate services, and follows up on referrals.
- communicates to children and their parents the importance of exercise and physical activity for healthy growth and development and preventive health care.
- encourages parents to provide opportunities for motor and sensory development at home and in the community.

5. FUNCTIONAL AREA: COGNITIVE

THE CHILD CARE WORKER PROVIDES ACTIVITIES AND EXPERIENCES THAT DEVELOP QUESTIONING, PROBING, EXPLORATION AND PROBLEM SOLVING APPROPRIATE TO THE DEVELOPMENTAL LEVELS AND LEARNING STYLES OF CHILDREN.

Exploring and trying to understand the world is natural and crucial to children's development. Activities that introduce children to new ideas and new ways of knowing and understanding the world can deepen and extend their thinking abilities. As children learn and grow, their thinking capacities expand and become more flexible. The child care worker should support and guide this process by providing experiences and information and by answering children's questions in ways that increase their knowledge.

For example, the child care worker:

- uses techniques and activities which stimulate children's curiosity, inventiveness, problem-solving, and communication skills.
- uses equipment and materials that children can explore and master by themselves.
- reads with children each day, using a wide variety of literature.

- recognizes that important learning takes place when children play.
- recognizes the value of everyday housekeeping tasks and uses them as learning experiences.
- uses the centre environment, everyday activities, and homemade materials to encourage children's intellectual development.
- helps children undertake news tasks at their own speed.
- helps children learn to anticipate events by explaining, making predictions, and asking questions about what will happen.
- is alert to the task a child is attempting and provides appropriate support.
- sets challenges for children that are just beyond their present capabilities.
- helps children discover ways to solve problems that arise in daily activities.
- recognizes the importance of children's learning through doing.
- uses the community to extend children's learning opportunities.
- plans and maintains an environment rich in opportunities to explore and discover.
- uses opportunities for children to see relationships between cause and effect, and means and ends.
- facilitates and models the use of materials for the understanding of cause-effect and means-end relationships.
- plans, provides and uses culturally relevant materials for learning activities.
- recognizes signs of or indications of learning problems, reports to appropriate person and makes referrals.
- recognizes differences in individual learning styles.
- plans ways to work effectively with each child.

6. FUNCTIONAL AREA: COMMUNICATION

THE CHILD CARE WORKER PROVIDES OPPORTUNITIES FOR CHILDREN TO UNDERSTAND, ACQUIRE AND USE VERBAL AND NONVERBAL MEANS OF COMMUNICATING THOUGHTS AND FEELINGS.

Communication between people can take many forms, such as spoken words or sounds, gestures, eye movements, body movements, and touch. Children need to understand and use verbal and nonverbal means of communicating thoughts, feelings, and ideas. The child care worker can help children develop their communication skills by providing opportunities for children to listen, interact, and express themselves freely with other children and adults.

For example, the child care worker:

- has realistic expectations for each child's understanding and use of speech and language, based on knowledge of language development and the individual child.
- talks often with children and stimulates communication among children and with adults in the room.
- uses activities which encourage children to develop listening and comprehension skills.
- recognizes and respects variations in speech patterns and expression.
- in talking with children, is aware of her or his role as a language model.
- listens patiently to children, tries to understand what they want to communicate, and helps them to express themselves.
- provides many opportunities for children to speak without interruption or pressure.
- uses opportunities for children to represent their ideas nonverbally through activities such as painting, music making, and creative movement.

- helps children to develop, understand, and use words to express feelings, for example, by discussing with children how they feel in different situations.
- encourages parents to establish open communication with their children by often talking with and listening to them.
- tells stories, looks at and reads books with children regularly, and encourages parents to do the same.
- uses local resources such as libraries, community members, and community events for language development.
- helps children connect word meaning(s) to experience.
- respects the first language of children and encourages them to learn French/English.
- provides a good language model in the accepted language(s) of the centre.
- encourages children who speak other languages to teach others new words and expressions.
- uses songs and games from the children's cultures for language development.
- recognizes and respects cultural differences in manner of communication such as with the use of eye contact.
- recognizes communication impairments or delays.
- makes and follows up on referrals to see that recommendations of specialists are implemented for the child in centre activities.
- provides a range of materials and an environment for the opportunity to communicate through a variety of mediums.

7. FUNCTIONAL AREA: CREATIVE

THE CHILD CARE WORKER PROVIDES EXPERIENCES THAT STIMULATE CHILDREN TO EXPLORE AND EXPRESS THEIR CREATIVE ABILITIES.

All children are imaginative and have creative potential. They need opportunities to develop and express these capacities. The child care

worker should encourage and support the development of children's creative impulses through a wide variety of activities and materials that encourage spontaneous expression and representation, and that expand and extend children's imagination.

For example, the child care worker:

- recognizes that the process of creating is more important than the product.
- understands that each child's creative expression is unique and does not expect uniformity.
- accepts and values each child's creative expression.
- provides opportunities for individual expression and interpretation in art, movement, language, music, and dramatic play.
- supports children in make-believe play.
- models and encourages children's creativity in language through word play.
- encourages children to try new and different activities.
- uses unstructured materials, such as blocks, finger paint, clay or water.
- encourages detailed and continuing exploration of creative materials, for example by letting a block structure stand so that the building can continue the next day.
- models creativity by using homemade materials and found objects.
- displays children's creative work attractively and respectfully.
- encourages parents to accept and praise children's creative expressions and ideas.

- establishes and maintains an environment that allows and encourages children to explore, to experiment, and to express their own ideas in personally meaningful ways.
- ensures opportunities are provided each day for spontaneous play.
- provides materials that can be used in more than one way.
- keeps informed about cultural resources and events in the community and uses them for children when possible.
- helps parents understand the importance of creative expression in children's development and the need to provide children with opportunities for creative expression.
- plans for the acquisition of materials and equipment that encourages and stimulates a breadth and variety of creative opportunities.
- plans for and includes music, art, literature, dance, role playing and other creative activities from the children's culture.

COMPETENCY III

BUILDS POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH

8. FUNCTIONAL AREA: SELF

THE CHILD CARE WORKER HELPS EACH CHILD TO KNOW, ACCEPT, AND TAKE PRIDE IN HERSELF OR HIMSELF AND TO DEVELOP A SENSE OF INDEPENDENCE.

All children need to develop self-knowledge, self-understanding and self-esteem. Knowing one's self includes knowing about one's body, feelings, and abilities. It also means having a clear gender identity and identifying one's self as a member of a family group and of a cultural and ethnic community with a past, present, and future. Accepting and taking pride in one's self comes from experiencing success and being accepted by others. Self-esteem develops as children master new abilities, experience success as well as failure, and realize their own effectiveness in handling increasingly challenging demands.

For example, the child care worker:

- treats each child as an individual with her or his own strengths and unique characteristics.
- treats a child as a full human being.
- is honest, trustworthy, and respectful with a child, for example, keeps promises and tells the truth.
- accepts a child's individual level of development.
- encourages a child to respect and support others.
- is sensitive to different values and expectations concerning independence and expression of feelings.
- addresses each child by name, talks with each child and encourages children to call other children and adults by name.
- has affectionate and appropriate physical contact with children

- arranges for orientation of a new child to the program.
- integrates a child into the group upon arrival and prepares the child for returning home.
- provides materials which will support the development of a child's self-concept.
- offers children choices in activities, materials, and foods, and respects their choices.
- encourages and helps a child to practise self-help skills when eating, getting dressed, using toys and equipment, and cleaning up.
- uses celebrations, foods, music, pictures, dolls, dance, books, and clothing which reflect a child's cultural and family background.
- uses experiences for children which offer them challenges and allow successes to be experienced.
- alerts other children, workers and parents of a child's success and achievements.
- delights in a child's success, expresses kindness and support when a child is having trouble, and helps children learn from mistakes.
- helps a child recognize and accept feelings such as joy, affection, anger, jealousy, sadness, and fear, and express these feelings in developmentally appropriate ways.
- shows appropriate expression of feelings and describes the feelings for a child.
- recognizes indicators of difficulties in developing a positive self-concept and refers a child for follow up.

COMPETENCY IV

PROMOTES POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP

9. FUNCTIONAL AREA: SOCIAL

THE CHILD CARE WORKER HELPS CHILDREN LEARN TO GET ALONG WITH OTHERS AND ENCOURAGES FEELINGS OF EMPATHY AND MUTUAL RESPECT AMONG CHILDREN AND ADULTS.

Children need to develop social skills that help them work and play cooperatively and productively with other children and adults. To do this, children need to feel secure themselves and have experiences which help them to understand and value other people. Such understanding and respect come in part from activities that encourage sharing of experiences and responsibilities. They also come from learning about different individual and group values in a positive way.

For example, the child care worker:

- helps children learn positive ways of interacting with children and adults.
- has realistic expectations for young children's social behaviour.
- serves as a model by building a positive relationship with each child as an individual.
- recognizes and respects privacy and property rights of children.
- helps the child learn to respect the rights and possessions of others.
- helps children learn to share, "take turns", and work cooperatively.

- recognizes and supports children's attempts to resolve their differences with other people.
- encourages children to express their feelings and assert their rights in socially acceptable ways.
- encourages children to ask for, accept, and give help to one another.
- encourages children to make friends.
- encourages play among all children.
- helps parents understand issues of normal social development such as separation, aggression, shyness and making friends.
- provides an environment which encourages positive relationships with other adults in the centre.
- plans an environment which encourages positive social interaction.

10. FUNCTIONAL AREA: GUIDANCE AND DISCIPLINE

THE CHILD CARE WORKER PROVIDES AN ENVIRONMENT IN WHICH CHILDREN CAN LEARN AND PRACTISE BEHAVIOURS WHICH ARE APPROPRIATE AND ACCEPTABLE INDIVIDUALLY AND IN A GROUP.

Knowing what behaviour is appropriate or acceptable in a situation is an important skill. Children develop this understanding by experiencing situations in which limits and realistic expectations are consistent and clearly and positively defined. Understanding and following simple rules can help children develop self-control. Children feel more secure when they know what is expected of them and when those expectations are realistic and take into account each child's individual needs.

For example, the child care worker:

- knows a variety of positive guidance methods such as reinforcement and redirection, and uses each appropriately.

- relates guidance practices to knowledge of each child's personality and level of development.
- explains guidelines and limits to each child at her or his leve of understanding.
- uses firm and friendly techniques, such as reminding and persuading, when rules are forgotten or disobeyed.
- uses postitive language with children, for example "walk" rather than "don't run".
- anticipates confrontations between children, and defuses provocative behaviour.
- addresses the problem behaviour rather than labelling the child.
- helps children to use language as a tool for resolving their difficulties and conflicts.
- helps children accept their sad or angry feelings and provides acceptable outlets for children to discharge them.
- is consistent with other adults in the group in using guidance and discipline techniques and with the centre's policy for behaviour management.
- recognizes that guidance and discipline techniques used in the centre are a model for parents.
- recognizes and accepts a variety of cultural expectations concerning guidance and discipline.
- establishes and uses simple, reasonable and consistent guidelines for children's behaviour that do not threaten or embarrass, but do encourage self-control.
- refers parents to classes, books, and other resources related to child-rearing, guidance and discipline.
- provides parents with resources relating to child-rearing, guidance and discipline.
- posts and communicates intent of the centre's behaviour management policy.
- conveys and interprets differences between home and centre in child guidance.

COMPETENCY V

BRINGS ABOUT OPTIMAL COORDINATION OF HOME AND CENTRE CHILD-REARING PRACTICES AND EXPECTATIONS

11. FUNCTIONAL AREA: FAMILIES

THE CHILD CARE WORKER MAINTAINS AN OPEN, FRIENDLY, AND INFORMATIVE RELATIONSHIP WITH EACH CHILD'S FAMILY AND ENCOURAGES FAMILY INVOLVEMENT IN THE PROGRAM.

Children live and grow in families that take many forms. Each family has primary responsibility for its own children. A family may share this responsibility for its children with others. The family and the caregiver become partners who communicate freely and openly for the mutual benefit of the children, the family, and the caregiver.

For example, the child care worker:

- arranges for orientation to the program for new families.
- recognizes that children's primary caregivers may be both parents, single mothers or fathers, grandparents, uncles, aunts, sisters, brothers, foster parents or others, and that each may act as a parent.
- establishes and maintains a positive tone with all parents that is relaxed, sincere, respectful and interested.
- sends home items made by the children.
- suggests and/or provides activities and materials that parents can share with their children at home.
- is sensitive to and supports children when family problems seem to affect them.
- reports problems of suspected abuse and neglect promptly, responsibly, and according to centre policy and provincial law.

- recognizes and respects the culture, social background, child-rearing and religious beliefs and practices of each family.
- provides opportunities for parents and other family members to share their skills and talents in the centre as one method of incorporating cultural experiences.
- encourages parents to keep centre informed of important family events and their children's problems and development at home.
- observes strict confidentiality regarding children and families.
- makes parents aware of a policy of confidentiality regarding children and families.
- interviews parents for general background and periodic update of child and family information.
- asks for day to day information about individual children from those who know the children best - their parents.
- keeps parents regularly informed about their children's experiences at the centre through notes, conversations and phone calls.
- arranges for parents to be informed through newsletters and parent meetings.
- discusses with parents their children's styles, strengths, and needs.
- discusses with parents their children's daily progress.
- encourages parents to participate in parent-initiated activities in the centre.
- plans activities for parent participation with their children.
- organizes and facilitates parents' participation in planning the centre's program, family events, parent-initiated activities and membership in parent advisory groups or boards of directors.
- organizes and facilitates parents' visits to the centre.

- respects and understands the parents' views when goals or policies of the program differ from or conflict with values and expectations at home, and attempts to resolve the differences or conflicts.
- offers parents information about health services, social services, and other resources within the community.
- encourages and assists parents to communicate confidently about their children with public schools and other community agencies.
- helps parents make informed choices of future school placements for their children.

COMPETENCY VI

CARRIES OUT SUPPLEMENTARY RESPONSIBILITIES RELATED TO CHILDREN'S PROGRAMS

12. FUNCTIONAL AREA: PROGRAM MANAGEMENT

THE CHILD CARE WORKER IS A COMPETENT ORGANIZER, PLANNER, RECORD KEEPER, AND MANAGER WHO USES ALL AVAILABLE RESOURCES TO ENSURE AN EFFECTIVE OPERATION.

Running an effective operation requires a systematic approach so that the child care worker can determine the needs of the operation, families, and children, can make plans based on those needs, and can keep accurate records of needs, plans and practices. This systematic approach should be applied to everything from keeping records of attendance, fees, health status, or home visits, to planning ways of meeting the needs of children and their families.

For example, the child care worker:

- works with parents and other staff to identify the strengths and needs of each child.
- identifies culturally appropriate activities and materials to implement plans for working with children each day.
- works as a member of a team with others in the centre, including substitutes, parents, and volunteers.
- uses observation skills and records relevant information about children and their families in an nonjudgemental manner.
- provides a system for the recording of children's growth, behaviour and progress.
- records the growth, behaviour, and progress of each child and the group regularly as required by the centre.

- ensures that records of children's behaviour are maintained and shared with parents and appropriate staff.
- plans a balance of goals and objectives for each child with those for the group, and develops realistic plans responsive to the needs of all.
- reviews children's social, emotional, physical and intellectual development in relation to program planning.
- follows up on any referrals made and works with the family to meet the goals for the child.
- plans long range program.
- is familiar with local licensing regulations.
- ensures that the centre is operated in accordance with licensing regulations.
- is familiar with legislation relating to children and families.
- recognizes signs of stress in self and co-workers and provides support to co-workers who show signs of stress.
- is familiar with employment policies and employee's rights and responsibilities.
- is aware of functions relating to centre finances.
- demonstrates problem-solving techniques.

13. FUNCTIONAL AREA: PROFESSIONALISM

THE CHILD CARE WORKER SEEKS OUT AND TAKES ADVANTAGE OF OPPORTUNITIES TO IMPROVE COMPETENCE, BOTH FOR PROFESSIONAL GROWTH AND FOR THE BENEFIT OF CHILDREN AND FAMILIES.

No matter how competent a person is, improvement can always be sought. To become more competent, one must continuously evaluate one's own work in an objective way. The child care worker should continue to set new goals and seek out and take advantage of experiences that will help her or him to grow.

For example, the child care worker:

- enjoys working with children in a centre.
- conducts herself or himself in a professional manner.
- understands the philosophy of the program and can describe its goals and objectives to others.
- keeps all personal information about children and families confidential.
- evaluates own performance to identify needs for professional growth.
- participates in peer evaluation and is able to accept comments and criticism from colleagues, supervisors, and parents in a constructive way.
- approaches supervision in a co-operative spirit by accepting supervision offered, as well as seeking out supervisors and asking for comments and evaluation.
- takes advantage of opportunities for professional and personal development by attending staff meetings, inservice training, courses, and conferences, and by joining appropriate professional organizations.
- shares her or his particular expertise with other staff members.
- learns all she or he can about the culture(s) of the children in her or his group.
- seeks information about the children she or he is serving, for example, information about infant development, bilingual children, and children with handicaps, to promote well-being and development of children.
- keeps informed about new developments and issues in the early childhood education profession, as well as legislation that affects it.
- is an advocate for children and families.

- continues to gain knowledge of physical, cognitive, language and social development as a basis for working effectively with children in groups and formulating realistic program goals.
- communicates with parents and other child care professionals, and with other professionals in related fields, through association membership, discussion, and visits.

APPENDIX C

PORTFOLIO INFORMATION

The portfolio is a document which shows the child care worker's competence in each of the 13 Functional Areas. The portfolio may be arranged in any manner which is readily accessible to all team members and which may be easily divided into 13 sections (1 section for each functional area).

The portfolio is likely to consist of the following:

- brief autobiographical sketch outlining why the child care care worker chose to work with young children, current interests, hobbies and plans for the future
- program description including the goals and philosophy of the program in which the child care worker is currently employed
- general description of the group of children (ages, special needs, cultural backgrounds etc., with no identifying information to ensure the confidentiality of the families)
- at least one section for each of the 13 Functional Areas
    - at least 5 entries in each Functional Area
    - entries may be in the form of personal writings, tape recordings, photos, etc.
    - each entry must explain:
        - how it relates to the child care worker's competence in that particular functional area
        - how it relates to the developmental level of children being served
- observations of several children including a summary of each child's areas of strength and the child care worker's goals for each child
- review of several children's books

- a list of the learning centres and equipment available at your child care centre and a list of learning centres and equipment which you feel would be beneficial

Sample entries for 3 of the 13 functional areas follow. child care workers will be able to select only 2 of these samples for each functional area and will be required to develop at least 3 ideas of their own per functional area. Samples for the remaining 10 functional areas will be provided with the finalized procedures for the competency based assessment.

SAMPLE PORTFOLIO CONTENT

(Beaty, 1984)

FUNCTIONAL AREAS: LEARNING ENVIRONMENT

1. Two floor plans of your room/centre; one showing "before" and the other "after" you have rearranged your room/centre to support your program's goals with an explanation of the difference your new arrangement made.

2. Photographs of your room/centre showing activity areas with a description of each photo and explanation of why the activity areas are set up this way.

3. A photograph or description of some innovative method you have used to divide the areas and an explanation of why you chose that method.

4. A floor plan showing traffic flow. Your interpretation of this observational floor plan, and an explanation of how you modified problem areas and the final result.

5. A photo of an activity area showing how you arranged it for children to use independently along with an explanation of why independent usage is important.

FUNCTIONAL AREA: CREATIVE

1. Take a photo of your art area and provide an explanation of how you set it up so that children can get and use art materials on their own.

2. Include a sampling of one child's artwork over a period of time explaining how you responded to each piece and how this promoted creativity.

3. Include a list of art activities you made up and an explanation of your children's responses along with an explanation of how your plans and responses show your skill in this area.

4. Include a tape of a song, rhythm, or chant your children have invented and explain how you promoted the children's creativity through it.

5. Take a photo of your music corner and provide an explanation of how you arranged it to promote the children's creativity.

FUNCTIONAL AREA: FAMILIES

1. Record parent conferences or contacts you have had and explain how these show your competence in parent involvement.

2. Discuss and include photos of a parent activity in your centre that you planned or of which you were in charge.

3. Include a parent observation of a child and explain how you worked with this parent and child to help the child develop in some way.

4. Include some form of parent-child care worker communication device and tell how you used it.

5. Write about a successful activity you have done in your group or centre to promote an understanding of families' cultural backgrounds.

REFERENCES

Beaty, Janice J. (1984). Skills for Preschool Teachers, Toronto: Charles E. Merrill Publishing Company.

CDA National Credentialling Program. (1984). CDA Competency Standards and Assessment System, Washington, D.C.: CDA National Credentialling Program.

Clifford, Howard. (1975). "Judging Staff Competence in Day Care." Canadian Welfare, 51(3).

Houston, W. Robert. (1981). "The Status of Competency Based Education: An American Report." British Journal of Teacher Education, 7(1), 17-24.

Katz, Lilian G. (1982). "The Education of Preprimary Teachers." ERIC.

Klein, Jenny and C. Ray Williams. (1973) "The Development of the Child Development Associate (CDA) Program." Young Children, 28(3), 139.

Piper, Martha K. and Robert W. Houston. (1980). "The Search for Teacher Competence: CBTE and MCT." Journal of Teacher Education, 31(5), 40.

Province of British Columbia, Ministry of Education, Science and Technology. (1979). Competencies in Early Childhood Education.

Williams, C. Ray and Thomas F. Ryan. (1972) "Competent Professionals for Quality Child Care and Early Education: The Goal of CDA." Young Children. 28(2) 71.

Zigler, Edward and Sharon L. Kagan. (1981). "Viewpoint. The Child Development Associate: A Challenge for the 1980s." Young Children, 36(5), 10-15.